

**THE EFFECTIVENESS OF USING SCRAMBLE WORDS GAME IN
IMPROVING GRAMMAR MASTERY OF THE SECOND
YEAR STUDENTS OF ISLAMIC INTEGRATED
JUNIOR HIGH SCHOOL OF AL-FITYAH
PEKANBARU**



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1431 H/2010 M**

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Thesis
Submitted to Fulfil One of Requirements for
Undergraduate Degree in English Education



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SUPERVISOR APPROVAL

This thesis entitled *The Effectiveness of Using Scramble Words Game in Improving Grammar Mastery of The Second Years Students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru*, is written by Eddi Rusydi Arrasyidi, NIM. 10414024371. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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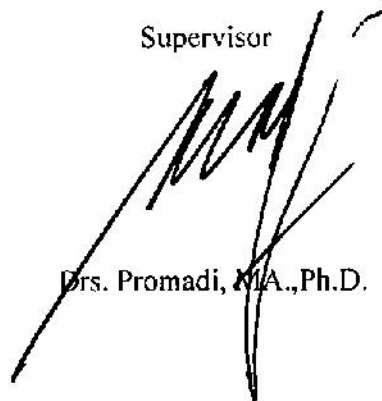
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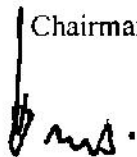
EXAMINERS' APPROVAL

This thesis entitled *The Effectiveness of Using Scramble Words Game in Improving Grammar Mastery of The Second Years Students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru*, is written by Eddi Rusydi Arrasyidi, NIM. 10414024371. It is accepted and approved and had been examined by the final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to submitted in partial satisfaction of the requirement for the Bachelor Degree (S.Pd) in English Education Department.

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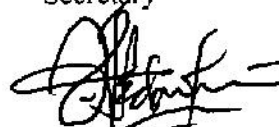
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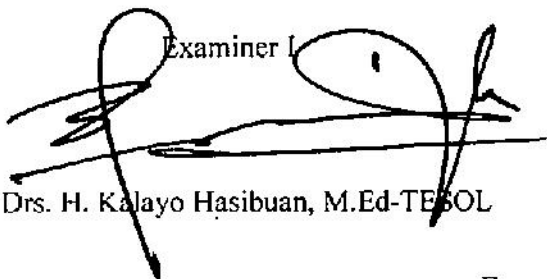
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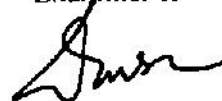
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May Allah Almighty the Lord of the universe bless you all...Amien!

Pekanbaru, November 2010

Eddi Rusydi Arrasyidi

ABSTRACT

Eddi Rusydi Ar (2009) : The Effectiveness of Using Scramble Words Game in Improving Grammar Mastery of Second Year Students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru.

This research aimed to know the effectiveness of scramble words game in improving grammar mastery of second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru. The research is limited on several subjects of grammar.

The subject of the research is the second year students of Islamic Integrated Junior High School. While, the object of the research is effectiveness of using scramble words game in improving grammar mastery of students. In this case, the researcher took sample of total population. They were 29 students in Ibnu Rusyd Class.

This research is class action research in order to improve grammar mastery of students by using scramble words game. The technique of data collection in this research used two techniques, they were observation and test. Observation was used to know and control the action in implementation of scramble words game. And test was used to measure grammar mastery of students.

In analyzing the data, the writer used statistic test by "t" test. Because of the samples of these research less than 30 samples ($N < 30$) therefore, the statistic analysis of "t" test is using statistic analysis single data. Therefore, in this research the writer used SPSS 16.11 for windows to know the result more accurately and more easily.

Based on the analyze of the data, where df is 25 get 2.06 for level 5% and 2.79 for level 1%. If $t_o = -11.400$ upper than t_t 5% and t_t 1% = $2.06 < -11.400 > 2.79$. It means H_o is not accepted. The improvement of students score in every cycle describe as follow:

1. First meeting in pre-action class, score average was 65.34
2. Second meeting in 1st cycle of action class, score average was 73.62
3. Third meeting in 2nd cycle of action class, score average was 75.69
4. Fourth meeting in 3rd cycle of action class, score average was 83.10
5. Fifth meeting in 4th cycle of action class, score average was 94.31

This fact shows that using scramble words game is effective in improving grammar mastery of second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru.

1. في المقابلة الاول با ليس الاستعمل اللعب الكلمات با مستوى 65.34
 2. في المقابلة الثانية بالاستعمل اللعب الكلمات با مستوى 73.62
 3. في المقابلة الاول بالاستعمل اللعب الكلمات با مستوى 75.69
 4. في المقابلة الاول بالاستعمل اللعب الكلمات با مستوى 83.10
 5. في المقابلة الاول بالاستعمل اللعب الكلمات با مستوى 94.31
- فلذلك الاستعمل اللعب الكلمات الفعالية لترقية استعاب القواعد على التلاميذ
 الفصل الثانى في المدرسة الثانوية الاسلامية الفتية باكنبارو.

ABSTRAK

Eddi Rusydi Ar (2009): Efektivitas Penggunaan Permainan Acak Kata-kata Dalam Meningkatkan Penguasaan Grammar Siswa Kelas Dua Sekolah Menengah Pertama Islam Terpadu Al-Fityah Pekanbaru

Penelitian ini bertujuan mengetahui efektivitas penggunaan permainan acak kata-kata untuk meningkatkan penguasaan Grammar siswa kelas dua Sekolah Menengah Pertama Islam Terpadu Al-Fityah Pekanbaru. Pada penelitian ini, penulis mengkhususkan pembahasan pada beberapa subject grammar.

Subjek penelitian ini adalah Siswa kelas dua Sekolah Menengah Pertama Islam Terpadu Al-Fityah Pekanbaru, sedangkan objek penelitian adalah efektivitas penggunaan permainan acak kata-kata terhadap penguasaan grammar siswa. Dalam kasus ini peneliti mengambil sampel dari seluruh total populasi, yakni 29 orang pada kelas Ibnu Rusyd.

Penelitian ini merupakan penelitian tindakan kelas, yang mana bertujuan mengetahui peningkatan penguasaan grammar siswa melalui tindakan pada setiap siklus yang dilakukan. Adapun pengumpulan data dilakukan pada penelitian ini dengan dua teknik, yaitu observasi dan tes. Observasi dilakukan untuk mengetahui dan mengontrol tindakan yang dilakukan pada penerapan permainan acak kata-kata, sedangkan tes dilakukan untuk mengukur penguasaan grammar siswa.

Dalam pengolahan data, peneliti menggunakan rumus "t" test. Karena sample pada penelitian ini kurang dari 30 sampel, analisa statistik pada rumus tes "t" merupakan analisa data single. Oleh karena itu, pada pengolahan data ini penulis menggunakan *SPSS 16.11 for windows* untuk mengetahui hasil yang lebih cepat dan akurat.

Berdasarkan analisa yang dilakukan hasilnya menunjukkan bahwa dengan $df = 25$ diperoleh 2.06 pada level signifikan 5% and 2.79 pada level 1%. Jika $t_o = -11.400$ (tanda minus(-) dalam hal ini diabaikan) lebih tinggi dari t_t 5% and t_t 1% = $2.06 < 11.400 > 2.79$. Artinya bahwa H_o tidak diterima. Itu berarti ada peningkatan dalam setiap siklus yang dapat diuraikan sebagai berikut:

1. Pertemuan I pada kelas pra tindakan dengan rata-rata nilai 65.34
2. Pertemuan II pada siklus I kelas tindakan dengan rata-rata nilai 73.62
3. Pertemuan III pada siklus II kelas tindakan dengan rata-rata nilai 75.69
4. Pertemuan IV pada siklus III kelas tindakan dengan rata-rata nilai 83.10
5. Pertemuan V pada siklus IV kelas tindakan dengan rata-rata nilai 94.31

Hal ni menunjukkan bahwa penggunaan permainan acak kata-kata efektif dalam meningkatkan penguasaan Grammar pada siswa kelas dua Sekolah Menengah Islam Terpadu Al-Fityah Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background

Education process is more than getting learning standard. It does identify to develop the desire to learn, understand to study, and practice to teach based on our ability. We know learning is a part of education. It is done in order to reach the goal of education itself. Language learning is too; it is very important, not only in formal situation such as meeting, conference, and education, but also in informal situation such as traveling, shopping, job opportunity, etc. Brown, H Douglas (1994: 122) says that English has become a tool for international communication in transportation, commerce, banking, tourism, technology, education, etc.

Thus, there are many job opportunities need the English skills. In globalization era, everybody needs English. It has an important role in our life. It becomes as a foreign language for us, therefore it has many roles in developing science and technology as well as for the means of communication. The explanation above has been reasons for us to study English. So, has our government taken care about the condition above? The Indonesian Government through the Educational Ministerial Department has conducted many strategies and ways to socialize and made the young generation especially and generally for all people of Indonesia master English.

There are four languages skills that we should be master; they are Speaking, Reading, Listening, and Writing. Not only that, the students must also

improve their skill in grammar because it has an important part in the four language skills. According to Brown (in Mahadi, 2002:1), grammar is a system of rules governing the conventional arrangement and relationship of words in a sentences.

Grammar exercises are provided in many units, but they are not intended as a course in grammar (Viviadi Horn, 1977:2). The realities show that grammar is one of the most difficult problems for students. There are many problems faced, one of them is about the component of language itself, not only that but also teacher can not teach and design material well. Therefore Goodman (in Richard Amato 2003:94) in Kalayo Hasibuan (2005:5) indicates a language must be learned as the easy way language development, and material that will be thought should be designed first, what make them difficult and easy as presented.

Nowadays, Indonesian students begin their foreign language education when they are in kinder gardens. So that, it indicates that our government has been trying hard to develop Indonesian people to master English. There is no difference between people who like science and technology competency with the people who is like social competency in their life. We can see from the curriculum of Elementary school or junior and senior high school, they are given proportional time to study English in that school. In other words, there is no difference between some students and others to study English.

According to Richards and Rodgers (1986: 66) there is communicative language teaching able to apply in teaching English. Different from the other teaching methods that have been applied in the class, CLT is seen as an approach

instead of a method. CLT is regarded more an approach since the aims of CLT, they are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of four language skills that acknowledge the interdependence of language and communication.

Even though little has been written about theories of language learning underlying the principles of CLT as stated earlier, some writers suggest some techniques or procedures in the classroom that can support the goal of communicative teaching. Larsen and Freeman (1986: 128-130) suggested the following principles as tips worth considering in communicative teaching:

1. Whenever possible language as it is used in real context should be introduced.
2. The target language is a vehicle for classroom communication, not just the object of study.
3. Students should work with language at the discourse level.
4. Games are important because they have in common with real communicative events.
5. Students should be given an opportunity to express their ideas opinions.
6. One of the teacher's major responsibilities is to establish situation likely to promote communication.
7. The social context of the communicative events is essentials in giving meaning to the utterances.
8. Learning to use language forms appropriately is an important part of communicative competence.

9. The teacher acts as an advisor during communicative activities.

10. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

According to Abdul Cheer (2003:1) in education, especially education of language, there is a complication of human problem, not only language problem, but also the process of language itself, while the process of language not only occurred mechanically, but also occurred by role of mentality. It means study of language is correlated with mind and mental process. Factually, as a study language, study English indicates that English has also been taught because it is a flexible and rich language.

The problems of teaching and learning English, is not only on the English as a language, but also we meet the problems on the person who follows teaching and learning process itself. Some time, we can look it, is based on ability every persons, and their motivation and seriously to follow teaching and learning process. Therefore, Silberman (1996:4) says educators have come to realize that the students come in different styles, some students learn best by seeing a person do it. From that statement, we know that every persons inclining different on learning.

Dealing with the problems of teaching and learning above, Arif Saricoban and Esen Metin, (in selley vernon, 2006) explain how and why games work for teaching Grammar in an ESL classroom. They say, "Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities." They go on to explain

that English games help children not only gain knowledge but be able to apply and use that learning.

Additionally, games have advantages of allowing the students to "practice and internalize vocabulary, grammar and structures extensively." They can do this through repeated exposure to the target grammar because the students are often more motivated to play games than they are to do deskwork. In addition, during the game, the students are focused on the activity and end up absorbing the grammar subconsciously.

While games are motivating for the students, probably the best reason, according to them, to use games is that "the use of such activities both increases the cooperation and competition in the classroom." Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher.

The theory of intrinsic motivation may also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They do not yet understand the concepts of why it is important to know proper grammar, so these external factors will not affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing.

Joel Bacha (2006), explains how this theory works. Exposure to challenges and stimulation piques the children's natural curiosity and, in turn,

promotes learning through the activity's required skills. This is because activities that get the students to move around activate their mental capacities and stimulate neural networks, thus promoting learning and retention. Bacha's article goes on to point out that some studies are even beginning to show that intrinsic motivation can promote long-term language retention.

Islamic Integrated Junior High School of Al-Fityah Pekanbaru is one of the Junior High Schools in Pekanbaru. Like another school, in Islamic Integrated Junior High School of Al-Fityah Pekanbaru, English is an important subject. Theoretically, the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru have studied grammar subject such as tenses, modals, adverbs, etc. The teachers teach them professionally, but they always used the same and the old strategies.

Almost in every meeting, they have not only grammar but also other language skills, like speaking, reading, writing, and listening. They are always introduced an encountered with new tense or unfamiliar tenses in a sentence by using new strategy. Hopefully, by giving the new tense, and using new strategy they can improve their mastery in grammar.

In fact, some of them still get difficulties in grammar such as in tenses, modals, and understanding the vocabulary. These problems will be harmful if the English teachers cannot cope with the problems and these can influence not only the second year students but also all classes in Islamic Integrated Junior High School of Al-Fityah Pekanbaru.

The writer assumes that some of the students' difficulties in mastery the tenses of grammar subject may be caused by the uninteresting teaching strategy that has been used by their teachers. It has been already known that the appropriate techniques and strategies can help teacher in the teaching and learning process, and it automatically can make students strategic in grammar mastery. Therefore, teachers need to apply the most comprehensive teaching strategy to improve the students' mastery of grammar in the classroom.

According to syllabus of Islamic Integrated Junior high school of Al-Fityah Pekanbaru, teaching grammar is to make students mastery of using tenses. Nevertheless, based on pre-research of the writer, they are still far from the expectation of teaching grammar. They seemingly get difficulties in understanding grammar especially in using tenses. It can be seen from the phenomena as follow:

1. Some of students are not being able in using tenses,
2. Some of students are not able to developing the word in correct sentence based on the tenses,
3. Some of students can not differentiate each type of tenses,
4. The teacher has reported not being able to control their class using the old methods,
5. Students were happy to study their lessons if the teacher correlates their lessons with their hobbies,
6. Students understand their lessons if the teacher make a game in learning process.

In order to anticipate the phenomena, teacher has very important role in the effort improving students' achievement and mastery to their subject in order to the target of study achieved effectively and is efficient. So that, he should be able to design learning strategy by using various methods improves students' achievement and master optimally.

One of the ways to solve the problem above needed direct method in teaching and approach teaching in claiming students' participant to be more. Hisyam Zaini (2002: 16) says active learning is very needed by students to get achievement maximally. When students are passive or only accepting from teacher, there is tendency to be able to forget what have been given. Therefore needed peripherals and tool in order to be able recognize information from the teacher. While, condition of social in course of learning can create process each other were cooperating, each other were esteeming and sense of belonging.

Then, Silberman (1996: 1) said, what I hear, I forget. What I hear and see, I remember a little. What I hear, see and ask about it or discuss with some one else, I begin to understand. What I hear, see, discuss and do, I acquire knowledge and skill. And what I teach or explain to another, I master. Because of those phenomena and the theories, there is important to try the new strategy in teaching and learning process. The writer interested to apply Scramble Words Game in teaching English because this game as a tool and approach is relevant to get good achievement for students and their mastery in the subject.

Based on those background explanation and the symptoms above, the writer is interested in carrying out the research entitled:

“The effectiveness of using scramble words game in improving grammar mastery of the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru”

B. The Definition of Terms

To avoid misinterpretation and misunderstanding about this title, it is necessary to explain the terms used in this research. The terms are as follows:

1. Effectiveness

Effectiveness is the ability to bring about the result intended (Hornby, 2000: 277). Effectiveness in this research means Scramble Words Game can improve students' mastery in grammar.

2. Scramble Words Game

Scramble is the way to manage to achieve something with difficulty (Hornby, 2000: 1192). In other hand, scramble means to push, fight or compete with others in order to get or to reach something.

Word is a single unit of language which means something and can be spoken or written. (Hornby, 2000: 1550). In this term, consist of some words.

Game is an activity that you do to have fun. (Hornby, 2000: 552).

Scramble Words Game is a game in teaching language by using some letters or words that are unscramble, then the students have to arrange the letters become a word and arrange the words become a sentence. In this research, the scramble game focused on word, in order to improve students' mastery in grammar or how students arrange the words grammatically.

3. Improve

Improve is the way to become **better** than before (Hornby, 2000: 682). Improve in this research is a process to make and become better students' mastery in grammar by using scramble words game in teaching than before.

4. Grammar

Grammar means the rules in a language for changing the form of words and joining them into sentences (Hornby, 2000: 586). Generally, we can understand the meaning of grammar is the science which treats of the principles of language; the study of forms of speech, and their relations to another; the art concerned with the right use and application of the rules of a language, in speaking or writing.

5. Mastery

Mastery means is a condition of having complete control of knowledge (Hornby, 1991: 256). Mastery in this research can operationally be defined as a complete knowledge or the comprehension of students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru about several tenses in grammar.

C. The Problem

Based on the background, writer identifies the problem as follow:

1. The students' attention towards lesson grammar in English is low.
2. Students get difficulty in learning English especially grammar mastery.
3. Teachers teach with old method, so it is uninterested for students.
4. Teaching method by teacher less involved students and interested their attention.



CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Games

1. Advantages of Games in Teaching and Learning English

There are many ways to teach ESL/TEFL to students, but one of the most exciting and rewarding ways to do is by using games. Fun ESL games not only engage the students, but also teach through play – and most of the time the students do not even know they are learning until it comes time to show their knowledge.

According to Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, (in shelley Vernon 2006), Interviewed teacher reported that their students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing English games. Since building vocabulary is the basis of learning how to speak, understand and read a language this shows that incorporating English games into the classroom can do many things to increase your students' success across the board.

Communicative Language Teaching is regarded more an approach since the aims of CLT, they are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986: 66).

As the writer explains before, some writers suggest some techniques or procedures in the classroom that can support the goal of communicative teaching.

Larsen and Freeman (1986: 128-130) suggested the some principles as tips worth considering in communicative teaching. Among his suggest that the target language is a vehicle for classroom communication, not just the object of study and using game, because games are important because they have in common with real communicative events.

According to Abdul Cheer (2003:1) in education, especially education of language, there is a complication of human problem, not only language problem, but also the process of language itself, while the process of language not only occurred mechanically, but also occurred by role of mentality. It means study of language is correlated with mind and mental process. Factually, as a study language, study English indicates that English has also been taught because it is a flexible and rich language.

The problems of teaching and learning English, is not only on the English as a language, but also we meet the problems on the person who follows teaching and learning process itself. Some time, we can look it, is based on ability every persons, and their motivation and seriously to follow teaching and learning process. Therefore, Silberman (1996:4) says educators have come to realize that the students come in different styles, some students learn best by seeing a person do it. From that statement, we know that every persons inclining different on learning.

Additionally, games have the advantage of allowing the students to practice and internalize vocabulary, grammar and structures extensively. In other words, games can make classes fun. If the students are having fun, they will find

that learning English is very interesting. They can do this through repeated exposure to the target grammar because they are often more motivated to play games than they are to do deskwork. In addition, during the game, the students are focused on the activity and end up absorbing the grammar subconsciously.

According to Yin Yong Mei and Yang Yu Jin (2000), there are many advantages of using games, they are:

1. Games are fun and children like to play them. Through games children experiment, discover, and interactive with their environment.
2. Games add variation to the lesson and increase motivation by providing a plausible incentive to use the target of language.
3. The games context makes the foreign language immediately useful to the children. It brings to the target language to life.
4. Even, shy students can participate positively. Etc

How could we use the game in our language teaching? Firstly, we can use it to reinforce new vocabulary, secondly, for revision, thirdly to help spelling by playing the game with word flashcards instead of pictures, and fourthly, to practise a grammatical structure.

According to Shelley Vernon (2006), There are so many reasons why using games in class help ESL students learn better there is not room to list them all here right now, but think about these for starters:

1. English Games give a meaningful context to the language.
2. English Games allow for language to be drilled in fun ways.

3. They can be used to usefully fill a gap if the teacher finishes a class early.
4. English Games are ideal to usefully use the time if not all of your students have arrived to class yet.
5. English Games are fantastic for revising vocabulary and grammar effectively.
6. Language Games make students more appreciate and feel closer to them.

We all know that some students just do not want to be in our class and even the best students can get bored or lose focus on occasion. Therefore, games is a great way to get out of the rut of language drills, worksheets, boring repetition and individual study. Fun English games are a great way to revive students' interest in the class and often also help them absorb and retain more information than if they are simply studying to pass a test or complete an assignment.

2. Scramble Words Game

One of games that is possible to implement to improve students interest in learning is The Scramble Words Game. Scramble words game is a game in teaching language by using some letters or words which students have to arrange the letters become a word and arrange the words become a sentence (Cheryl G. Tuttle & Penny H. Paquette: 2008).

According to Shelley Vernon, (www.teachingenglishgames.com : 2008), the object of the game is to compete for the highest score by forming interlocking

words in crossword fashion on the Scramble board using tiles displaying letters with various score values.

Arif Saricoban and Esen Metin (in Shelley Vernon: 2006) explain how and why games work for teaching grammar in an ESL classroom. They said, Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities. They go on to explain that grammar games help students not only gain knowledge but be able to apply and use that learning.

While games are motivating for the students, probably the best reason, according to them, to use games is that use of such activities both increases the cooperation and competition in the classroom. Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher.

Table II.1
The Operational Instruction for Scramble Words Game

1	Grade Level	Middle School
2	Material	English Grammar, one of these tenses in each study; (Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense, Past Continuous Tense or Past progressive)
3	Length of Time	30 Minutes
4	Description	In this lesson, students will have a worksheet of words they have to unscramble to form the tenses

5	Goals	<p>Students will learn:</p> <ul style="list-style-type: none"> * About tenses * To spell the words in the pieces paper
6	Materials Needed	<ul style="list-style-type: none"> * small piece of papers that are written verb of the tenses and others words * The worksheet have included in this lesson
7	Procedure	<p>First, teacher will copy the worksheet so that each student will have a copy.</p> <p>Then, teacher will have them work independently.</p> <p>When teacher have completed the worksheet, they will hand it in for grade.</p>
8	Directions:	<p>Arrange the scramble words below to form the Tenses.</p>
9	Worksheet	<p>Some piece of papers written words like below:</p> <ul style="list-style-type: none"> * She * Her * Homework * Was or were/ had/ have or has/ will or going to/ * Library * In * Doing/ did/ done
10	Evaluation	<p>After played the game, teacher can grade the students on the number correct out of the total possible and the correct spelling of the words.</p>

Scramble words game had used by many ESL teachers in the world. They applied this game in teaching English grammar. Learning a language grammar requires constant effort and that can be tiring, but good reasons why games should be included in the classroom:

- a. Games that are amusing and challenging are highly motivating.
- b. Games allow meaningful use of the language in context.

B. The Concept of Grammar Mastery

According to Brown (in Mahadi 2002:1) indicates that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. From this statement, we know that the grammar is important to arrange our English, especially for writing, become right and easy to understand by others.

In other concept, Grammar is the system of a language. People sometimes describe grammar as the rules of a language. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But, languages did not start like that. Languages was started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed.

Mastery means is a condition of having complete control of knowledge (Hornby, 1991: 256). While in wikipedia (2003: 2) states that mastery is great skillfulness and knowledge of some subject or activity. Mastery also means by ability; expert knowledge eminent skill of power as stated by Webster Dictionary

(in Nanang Suhardi 2008: 7). Besides, mastery something can through some process. Therefore mastery in grammar is the students' ability to understand and able in practicing.

As quoted by Naomy Sherlina (in Abdul Rahman Abror 1993: 126), the students are considered able to master certain terminologies if they process these three domains, such as:

1. Cognitive domain includes knowledge, comprehension, analysis, synthesis and evaluation. Knowledge is the information, understanding and skills that you gain through education of experience; Comprehension is the ability to understand; Analysis is the detailed study or examination of something in order to understand more about it; Synthesis is the act of combining separate ideas, beliefs, styles, etc; and Evaluation is form an opinion of the amount, value or quality of something after thinking about it carefully.
2. Affective domain includes receiving, responding, valuing, and organizing. Receiving is to get or accept something that is sent or given to you; Responding is to give a spoken or written answer to somebody or something; Valuing is deciding the quality of being useful of information and Organizing is to arrange for something to happen or to be provided.
3. Psychometrics domain includes perception, set, response, and creativity. Perception is the way you notice things, especially with the sense; Set is to put something or somebody in a particular place in or position; Response is a reaction to something that has happened or been said and Creativity is

involving the use of skill and the imagination to produce something new or a new work of art.

As Homby said mastery is a great knowledge or understanding of particular thing. The students are considered able to master the materials if they process cognitive domain, which consist of knowledge and comprehension.

According to Rubbin (in Doughlas Brown (2000: 123) there are some characteristics of good learners who have mastery in learning, they are:

1. Find their own way, taking charge of their learning
2. Use memories and other memory strategies to recall what has been learned
3. Learn certain strategies to fill in gaps in their own ability
4. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation

Rubbin (in Henry Guntur Tarigan 1991: 82-83) also says that good language learner which influence the mastery are has curiosity to communicate and like to practice, are not ashamed to admit his/her weaknesses in second language, and are not shy in making mistakes.

Grammar exercises are provided in many units, but they are not intended as a course in grammar (Viviadi Horn: 1977:2). The realities show that grammar is one of the most difficult problems for students. There are many problems that faced, one of them is about the component of language itself, not only that but also teacher can't teach and design material well.

Therefore, Goodman (in Richard Amato (2003:94) in Kalayo Hasibuan 2005:5) indicates a language must be learned as the easy way language

development, and material that will be thought should be designed first, what make them is difficult and easy as presented. One of those ways is presented by using games.

Talking about grammar, we cannot avoid learning tenses. Every student who studies English should know it. There is no English without tenses because it is a time indication when its speaker uses a sentence (Betty Scramper Azar, 1989: 46). Tenses are the first step to make sentence in English. Sentence by sentence is combined become conversation when someone speaks, become a paragraph even a story when someone writes.

Tenses are a term used in grammar to indicate the time of the action or event. In English language, tenses are divided into three classes, namely:

- a. Present tense: when a verb is used to show that an action takes place at present, it is known as present tense.
- b. Past tense: when a verb is used to show that an action was completed, it is known as the past tense.
- c. Future tense: when a verb is used to show that the action will take place in the future, it is known as future tense.

The tense above are divided into many classes, namely simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, and future perfect tense (Murthy, 1998: 151-152).

Based on the overview of English tense, Azar states that there are twelve common verbs tense:

1. Simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.
2. Simple past expresses at one particular time in the past, this happened, it begun and ended in the past.
3. Simple future expresses at one particular time in the future that will happen.
4. Present progressive expresses an activity that is in progress at the moment of speaking.
5. Past progressive usually expresses two action occurred at the same time, but one action begun earlier and was in progress when the other action occurred.
6. Future progressive expresses an activity that will be in progress at a time in the future.
7. Present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past.
8. Past perfect expresses an activity that was completed before another activity or time in the past.
9. Present perfect progressive is used to indicate the duration of an activity that begun in the past and continued to the present.

10. Future perfect expresses an activity that will be completed before another time or event in the future.
11. Past perfect progressive emphasized the duration of an activity that was in progress before another activity or time in the past.
12. Future perfect progressive is used to indicate the duration of an activity that will be in progress before another time or event in the future.

In teaching and learning English grammar at the second year class of Islamic Integrated Junior High School of Al-Fityah Pekanbaru, on this semester are studying about Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense, Past Continuous Tense or Past progressive.

According to Betty Scramper Azar (1989: 48), the formulas of the tenses as follow:

Table II.2
The Formula of Past Perfect Tense

Past Perfect Tense
S + Had + Past participle (Verb-3)
They had worked on the basement

Table II.3
The Formula of Present Perfect Tense

Present Perfect Tense
S + Have/Has + Past participle (Verb-3)
They have worked on the basement

Table II.4
The Formula of Simple Past Tense

Simple Past Tense
S + Past participle (Verb-2)
They worked on the basement

Table II.5
The Formula of Simple Future Tense

<i>Will Form</i>	<i>Be going to form</i>
Simple Future Tense	Simple Future Tense
S + Will + Verb	S + am/is/are + going to + Verb
They will work on the basement	They are going to work on the basement

Table II.6
The Formula of Past Continuous Tense

Past Continuous Tense
S + was/were + present participle + ing
They were working on the basement

In Islamic Integrated Junior High School of Al-Fityah Pekanbaru, the students are considered able to master the materials suitable with learning cognitive domain if the process is running correlated with their hobbies, it is a game. Especially in grammar, students are easier to understand if the teacher plays a game to arrange the words in sentence structurally. The most suitable game is Scramble Words Game.

C. The Relevant Research

The writer takes the relevant research from Nanang Suhardi (2008). His research entitles *The Effectiveness of Using Modified Word Search Game to Increase Vocabulary Mastery at Second Year Students of SMPN 1 Buru Karimun Regency*.

Based on this research, he found that the teacher still used traditional technique in teaching vocabulary; the teacher only focused in memorizing and reciting the vocabulary to the students. In his research, writer wanted to introduce one of the techniques in teaching word and vocabulary. The technique modified word search game technique; the result made the students enjoyed and more active in the teaching and learning process.

Based on that research, writer is interested in carrying out the study of scramble words game to improve students' mastery in English grammar at the second year class of Islamic Integrated Junior High School of Al-Fityah Pekanbaru, especially in past continuous tenses subject.

D. The Indicators of the Research

1. Operational Procedure of Scramble Words Game

Based on theory, Scramble words game is a game in teaching language by using some letters or words that are scrambled, then the students have to arrange the letters become a word and arrange the words become a sentence.

Table II. 7
The operational procedure of Scramble Words Game

1	Description	<p>In this lesson, students will have a worksheet of words they have to scramble to form the tenses</p> <p>(small piece of papers that are written verb of one of these tenses in each study; Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense, Past Continuous Tense or Past progressive)</p>
2	Procedure	<p>Teacher will copy the worksheet so that each student will have a copy.</p> <p>Then, teacher teach them about material the tenses, start from pre-teaching, explain the material</p>
3	Directions	<p>Arrange the words below to form the Tenses.</p>
4	Scramble sentences	<p>Some piece of papers written words like below:</p> <p>* She * Her * Homework * Was * Library * In * Doing (and others sentences)</p>

In this game operational, writer will do the research with practice this game to all students; they must finish this game quickly. For who those finish this game well, besides given value, they also be given a present. Therefore, scramble words game can be indicated successfully by the following activities:

1. The teacher reviews to students about the tenses generally.
2. The teacher explains to students about the game.
3. The teacher gives to students the worksheet or game tools.
4. The teacher gives instruction and question to the students, then students answer the question by using game result.

5. The teacher gives the game to the students correctly and he is being able to control his class.
6. The students practice the game based on teacher's explanation.
7. The students are happy when the teacher teaching them by using game.

2. Indicators of Students' Mastery in Grammar

In teaching and learning English grammar at the second year class of Islamic Integrated Junior High School of Al-Fityah Pekanbaru on this semester is studying about Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense, Past Continuous Tense or Past progressive. Because of that, writer will conducted the operational this research focus on material of the tenses.

In this research, writer looks the students' mastery in grammar focus on material the tenses as follow indicators:

1. The students are being able in using the tenses.
2. The students are able to arrange the word in correct sentence based on the tenses.
3. The students are able to differentiate each type of tenses.
4. The students are able to developing the tenses in sentence.
5. The students are being able in writing based on the tenses.

E. The Assumption and Hypothesis

1. Assumption

There are some assumptions before coming to the hypothesis of this research. They are:

1. The second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru are able to improve their mastery in grammar.
2. The use of Scramble Words Game is effective in improving the students' mastery in grammar.

2. Hypothesis

Based on the assumptions above, the writer makes hypotheses as follows:

Ha : The use of Scramble Words Game is effective in improving students' mastery in grammar.

Ho : The use of Scramble Words Game is not effective in improving students' mastery in grammar.



CHAPTER III

RESEARCH METHODOLOGY

A. The Research Setting

The setting of this research is located at Islamic Integrated Junior High School of Al-Fityah Pekanbaru. The class researched is Ibnu Rusyd class. It is the second year class of the school. This research was conducted on November and December 2009.

This research is conducted in Class Action Research. According to L.R. Gay and Peter Airasian (2000: 593) Class Action Research is a type of practitioner used to improve the practitioner's practice; action implies doing or changing something. Therefore, to know the effectiveness of using of scramble words game in improving grammar mastery of second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru, writer conducted this research in class action research.

About Class Action Research, L.R Gay said to gather the data in action research often focused on a single class, and because the teacher is the interpreter of the data collected, it is good idea for the teacher to build a comparison.

Furthermore, Kurt Lewin (in Zainal Aqib, 2006: 21) says that Class Action Research is carried out in the form of cycle repeated in it found four activity principal stages that are planning, action, observation and reflection. Activity details in every step are:

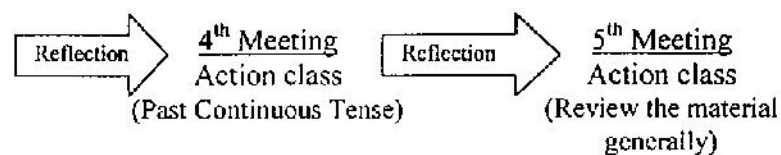
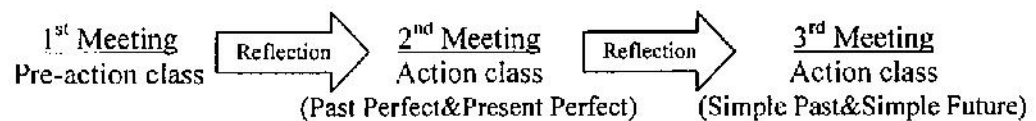
1. Planning: compose action plan likes what, why, when, where, and how does action will be done.

2. Action: apply the plans and make lesson plan.
3. Observation: do observation and register everything that happening during action.
4. Reflection: comprehensive reflection of the action done according to data gathered.

The steps it can be draw as follow:



To build a comparison for gathering the data of this research, in every meeting, researcher plan several cycles to be implemented by the teacher. It is based on the material on this research. The cycles can be drawn as follows:



B. The Object and Subject of Research

The object of this research is the using of Scramble Words Game to improve students' mastery in grammar especially in material about Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense, Past Continuous Tense and the Subject or the source of data of this research is the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru.

The population of this research is the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru. This school is located in Simpang Baru Panam, Pekanbaru. The second year of this school only one class, and all of the second year students are 29 persons, and sample of this research is all of the students.

C. The Plan of Class Action

In this research, writer done class action study in several meetings, every meeting will see the score of students. The score of student will be seen from result of students. To see developing result of the students, writer uses cycles in meeting. The cycles will be stopped if the students have achieved minimal standard of study.

1. Planning

Planning is composed action plan likes to what, why, when, where and how does action will be done. The writer designed lesson plan to apply scramble words game, then there is improving design when writer do not get yet students

mastery in English grammar better than before. In the first cycle, writer design the lesson plan as follow:

a. Pre-Teaching

- Greeting
- Giving motivation
- Doing class administration and preparation

b. Teaching Process

- Explain to students the standard competency and the objectives of material
- The teacher reviews to students about the tense generally
- The teacher explains to students about the game
- The teacher gives to students the worksheet or game tools and then gives instruction to the students, and students answer the question by using game results
- The teacher gives the game to the students correctly and he is being able to control his class

c. Post-Teaching

- The teacher reviews and conclude the material
- The teacher give question as evaluation to students, as following question:

1. Are students able in using the tenses?
2. Are students able to differentiate each type of tenses?
3. Are the students able to developing the tense in sentence?

- The teacher finds the good response from students as follow:
 1. The students satisfy when the teacher teach them by using game
 2. The students will happy to study
 3. The students are able to review about topic
- Teachers close the lesson by greeting

2. Action

Action in this process is the plan done and lesson plan, applied. This activity was done to act the plan composed before, and lesson plan, applied. This step include in all learning activity by using scramble words game to improve students' mastery in grammar.

3. Observation

Observation is an activity to observe and register everything that happens during action. This technique is used to look at the practice of Scramble words Game at the second year students of Islamic Integrated Junior High School of al-Fityah Pekanbaru. In this process, writer becomes an observer. To practice the Scramble Words Game in the class, it will be done by the teacher of the school. According to Kunandar (2008:296), to measure the observation score, researcher used the criteria of score as follow:

- a. 1 = Less
- b. 2 = Enough
- c. 3 = Good
- d. 4 = Very good

4. Reflection

This activity is a comprehensive reflection of the action done according to data gathered. Reflection in this research is to analyze the increasing of the data in every cycles. To see the increasing result of the students, writer uses cycles in meeting. The cycles will be stopped if students have achieved minimal standard of study. The minimal standard individually of study in this school is seven point five (7.5), it means if the achievement of students is still not reached yet, class action will be continued to next cycle; and the minimal standard classically of study in this school is 80%.

D. The Instrument of Data Collection

In order to get data for this research, the writer applies the techniques as follows:

1. Observation

This technique is used to look at the practice of Scramble words Game at the second year students of Islamic Integrated Junior High School of al-Fityah Pekanbaru. In this process, writer becomes an observer. To practice the Scramble Words Game in the class done by the teacher of the school.

2. Test

The technique is used to determine students' mastery in grammar. It is determined by having some questions dealing with tenses, especially in material of Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense and Past Continuous Tense. The test of grammar mastery of students is divided into two types, first is pre-test that is given before experimental class. The

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum S_1^2}{S_t^2} \right)$$

Explanation:

r_{11} : Coefficient Relation

n : Number of Test

S_1 : Standard deviation

S_t : Standard deviation total score

Table III.2
Criteria of Reliability Test

Reliability test	Evaluation
$0,80 < r_{11} \leq 1,00$	Very good
$0,60 < r_{11} \leq 0,80$	Good
$0,40 < r_{11} \leq 0,60$	Average
$0,20 < r_{11} \leq 0,40$	Low
$0,00 < r_{11} \leq 0,20$	Very low

E. The Technique of the Data Analysis

This research is conducted in class action research, actually to find out the contribution of one variable to another variable. The results of variable will be seen from score of students. To see developing result of the students, writer uses cycles in meeting. The cycles will be stopped if students have achieved minimal standard of study.

Therefore, to know there is improving students' mastery in grammar during practicing scramble words game, the writer uses statistic test by "t" test because of the samples of these research less than 30 samples ($N < 30$). (Hartono, 2004. 167)

Therefore, the formula is using to find it as follow:

$$t_o = \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)}$$

Explanation t_o = Comparative Conviction by using test "T"

SD= Standard of deviation

N = Total Samples (Students).

(Hartono, 2004. 167)

The writer knows results of observation in students' mastery in grammar after doing observation of all indicators. Before the writer doing statistic analysis, the writer formulated the hypothesis first. The statistic analysis of "t" test is using statistic analysis single data. Therefore, in this research the writer is using SPSS 16.11 for windows to know the result more accurately and more easy.



CHAPTER IV

THE DESCRIPTION, PRESENTATION AND ANALYSIS OF DATA

A. The Description of Research Setting

The location of this research is at Islamic Integrated Junior High School of Al-Fityah Pekanbaru. The class will researched is Ibnu Rusyd Class. It is the second year class of the school. This research was conducted on November 2009. The population of this research is the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru. The second year of this school only one class, and all of the second year students are 29 persons.

Islamic Integrated Junior High School of Al-Fityah Pekanbaru is located in Simpang Baru Panam, Pekanbaru. This school was built in June, 2007. It's not state school but the school under a foundation. Firstly the foundation only manages and opened elementary school, but after many requests from students' parents of the school, the foundation built junior high school. Now, it has third grade already.

This research is conducted on class action research. Class action research is carried out in the form of cycle repeated in four activity principal stages; planning, action, observation and reflection. In observation, the writer attempts to identify the percentage contribution in every meeting, where writer wants to know the contribution of scramble words game to improve Grammar Mastery of the students in Islamic Integrated Junior High School of Al-Fityah Pekanbaru. For more details, the activities are classified in following steps:

1. Planning

This activity done in order to compose action plan likes what, why, when, where and how does action will be done. Exactly, this research was done in Ibnu Rusyd class of second year class in Islamic Integrated High School of Al-Fityah Pekanbaru to carry out of the contribution of Scramble Word Game to improve grammar mastery of the students of the school.

2. Action

This activity was done to act the plan composed before and lesson plan will applied. This step includes in all learning activities by using scramble words game to improve students' mastery in grammar.

3. Observation

Observation was done during action executions goes on.

4. Reflection

Comprehensive reflection was done based on data gathered.

In practicing of scramble words game in teaching, the writer designed lesson plan to apply scramble words game. Then, there was improving design when writer did not get yet students mastery in English grammar better than before.

In the first cycle, writer designed the lesson plan as follows:

1. Pre-Teaching; Greeting, Giving motivation, Doing class administration and preparation
2. Teaching Process; Explain to students the standard competency and the objectives of material, the teacher reviews to students about the

tenses generally, the teacher explains to students about the game, the teacher gives to students the worksheet or game tools and then gives instruction to the students, and students answer the question by using game results, the teacher gives the game to the students correctly and he is being able to control his class

3. Post-Teaching; The teacher reviews and conclude the material, the teacher give questions as evaluation to students as following questions:
 1. Are students able in using the tenses?
 2. Are students able to differentiate each type of tenses?
 3. Are the students able to developing the tenses in sentence?

Then, the teacher finds good responses from students as follow:

1. The students are satisfied when the teacher teaches them by using game.
2. The students will be happy to study.
3. The students are able to review about topic. Finally, teachers close the lesson by greeting

B. The Presentation of Data

In this research, writer will do class action study in several meetings, every meeting will see the score of students. The scores of students will be seen from result of students. To see developing result of the students, writer uses cycles in meeting. The cycles will be stopped if the students have achieved minimal standard of study. The minimal individual standard of study in this school is seven

point five (7.5), it means if the achievement of students is still not reached yet, class action will be continued to next cycle. And the minimal classical standard of study in this school is 80%.

Before carrying out this research, writer did pre-research to watch closely location that is Islamic Integrated Junior High School of Al-Fityah Pekanbaru. The watchful class is Ibnu Rusyd Class. Writer consulted with English teacher of the school and talked about time-table and lesson matter. This research was done on November 17th 2009. Writer had taken step and prepared everything to teach like matter sheet, lesson plan, and response, observation sheet in learning English.

1. The Presentation in pre-Action Class (Tuesday, November 17, 2009)

The meaning of action in this research is practicing of scramble words game in English teaching. But, before practicing of scramble words game in teaching, the writer designed lesson plan to teaching as usual plan. In the first meeting, writer designed the lesson plan as follow:

Lesson	: English Grammar
Topic	: Review several tense generally (past perfect tense, present perfect tense, simple past tense, simple future tense, past continuous tense)
Time	: 2 X 45 Minutes
Material	: - English Book - Dictionary

Ibnu Rusyd Class

Objectives :

1. The students know the past perfect tense, present perfect tense, simple past tense, simple future tense and past continuous tense generally.
2. The students are able to make a sentence based on the tenses

Teaching activities :

A. Pre-Teaching

1. Greeting
2. Giving motivation
3. Doing class administration and preparation

B. Teaching Process

1. Explain to students the standard competency and the objectives of material.
2. Review to students about the past perfect tense, present perfect tense, simple past tense, simple future tense and past continuous tense generally.
3. Give questions to students according to task book.
4. Give the test to students about material according to research plan.

C. Post-Teaching

1. Review and conclude the material
2. Close the lesson

Table IV. 1
1st Meeting
Observation Results all Indicators in pre-Action Class

No	Students code	Indicator						Total
		1	2	3	4	5	6	
1	Students 1	3	3	3	2	3	3	17
2	Students 2	3	4	3	2	3	3	18
3	Students 3	2	2	2	1	2	2	11
4	Students 4	3	3	2	2	2	4	16
5	Students 5	4	3	2	2	3	4	18
6	Students 6	2	1	1	1	1	3	9
7	Students 7	2	2	2	1	2	3	12
8	Students 8	3	3	2	2	3	3	16
9	Students 9	2	1	2	1	2	3	11
10	Students 10	3	3	3	2	3	3	17
11	Students 11	3	1	2	1	2	3	12
12	Students 12	2	1	1	1	1	3	9
13	Students 13	3	2	2	2	2	3	14
14	Students 14	3	1	2	1	2	2	11
15	Students 15	2	1	2	2	2	2	11
16	Students 16	3	1	2	1	2	3	12
17	Students 17	2	1	1	1	1	3	9
18	Students 18	3	2	2	2	2	3	14
19	Students 19	3	2	2	1	2	3	13
20	Students 20	2	1	2	2	2	2	11
21	Students 21	3	1	2	1	2	3	12
22	Students 22	3	1	2	1	2	3	12
23	Students 23	3	1	2	1	2	2	11
24	Students 24	3	2	2	1	2	3	13
25	Students 25	2	1	1	1	1	3	9
26	Students 26	2	1	1	1	1	2	8
27	Students 27	3	3	2	2	3	4	17
28	Students 28	3	2	2	1	2	3	13
29	Students 29	3	3	2	2	2	4	16

Table IV.2
1st Meeting
Students' Achievement and Completion in pre-Action Class

No	Students code	Score	Achievement	Completion	Score Average
1	S 1	70	70%	Not Complete	65.34
2	S 2	85	85%	Complete	
3	S 3	65	65%	Not Complete	
4	S 4	75	75%	Complete	
5	S 5	85	85%	Complete	
6	S 6	50	50%	Not Complete	
7	S 7	60	60%	Not Complete	
8	S 8	70	70%	Not Complete	
9	S 9	60	60%	Not Complete	
10	S 10	85	85%	Complete	
11	S 11	60	60%	Not Complete	
12	S 12	50	50%	Not Complete	
13	S 13	75	75%	Complete	
14	S 14	65	65%	Not Complete	
15	S 15	65	65%	Not Complete	
16	S 16	65	65%	Not Complete	
17	S 17	40	40%	Not Complete	
18	S 18	70	70%	Not Complete	
19	S 19	60	60%	Not Complete	
20	S 20	60	60%	Not Complete	
21	S 21	60	60%	Not Complete	
22	S 22	65	65%	Not Complete	
23	S 23	65	65%	Not Complete	
24	S 24	60	60%	Not Complete	
25	S 25	50	50%	Not Complete	
26	S 26	45	45%	Not Complete	
27	S 27	75	75%	Complete	
28	S 28	65	65%	Not Complete	
29	S 29	70	70%	Not Complete	

(Reflection)

From the table we can see the result got by students in class without action, only 6 students are complete in English subject focusing on grammar test, while not complete students are 23 persons. The score average is 65.34% and class completion is $6/29 \times 100\% = 20.69\%$ from all students who follow the test. Therefore, the result of students is not yet achieved completion target appointed in this research because the class completion is 80% and student completion is 75%.

Besides, the result of observation in pre-action class still not yet accords to fully with expected goals. This fact can be seen from observation score of student that is still low more than 20. While, the minimum score for all indicator is 20. This fact indicated that many students were not interested to study and have not mastered the lesson.

2. The Data Presentation in Class Action

2. 1. The First Cycle (Thursday, November 19, 2009)

As writer explained before, action in this research is practicing of scramble words game in English teaching. This meeting is started on Thursday, November 19th 2009. Practicing in class action of this research is done in four meetings, every meeting will be seen the completion of students. The completion of students will be seen from result of grammar mastery test. To see development result of the students, writer uses several cycles in meetings. The cycles classified from material in this research plan or lesson plan that will be implemented by the

teacher. And meeting will be stopped if the students have achieved minimal standard of study.

As a foreword of the class, teacher gave motivation and lesson matter in Past Perfect Tense and Present Perfect Tense during 90 minutes in this meeting that is visible in (LP-2), then to be continued with practicing of scramble words game. In this cycle, writer designed the lesson plan as follows:

2nd Meeting

Lesson	: English Grammar
Topic	: Past Perfect Tense and Present Perfect Tense
Time	: 2 X 45 Minutes
Material	:
	- English Book
	- Dictionary
	- Worksheet for game

Ibnu Rusyd Class

Objectives :

1. The students are able in use past perfect tense and present perfect tense.
2. The students are able to differentiate each type of tenses.
3. The students are able to developing past perfect tense and present perfect tense in sentence.
4. The students are satisfied when the teacher teaches them by using game.
5. The students will be happy to study

Teaching activities :

A. Pre-Teaching

1. Greeting
2. Giving motivation
3. Doing class administration and preparation

B. Teaching Process

1. The Teacher explains to students the standard competency and the objectives of material
2. The teacher explains to students about the game
3. The teacher gives to students the worksheet or game tools
4. The teacher gives instruction to the students, then students answer the question by using game results
5. The teacher gives question to students according to task book
6. The teacher gives the test to students about material according to research plan.

C. Post-Teaching

1. The teacher reviews and conclude the material
2. The teacher give question as evaluation to students, as following question:
 1. Are the students able in using the tenses?
 2. Are the students able to differentiate each type of tenses?
 3. Are the students able to developing the tenses in sentence?
3. The teacher finds the good response from students as follow:

1. The students are satisfy when the teacher teaches them by using game.
2. The students are able to review about topic.

In this meeting, writer guided and observed teacher's activity and students' response because the students are still confused with activity procedure done. The writer explained to return and give direction to students so that students understand with this game. There were many students still not active in study.

Table IV. 3
1st Cycle
Observation Results of Teacher's Activity in Implementation of
Scramble Words Game

No	Fill the score as according to action that done by teacher	
	Activity	Score
1	Opening study by reading pray together	4
2	Explain to students the standard competency of material	4
3	The teacher reviews generally to students about several tenses. They are; Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense and Past Continuous Tense	3
4	The teacher explains to students about the game	3
5	The teacher gives to students the worksheet or game tools	2
6	The teacher gives instruction in Indonesia language to the students, then students answer the question by using game results	3
7	The teacher reviews and conclude the material	3
8	By practice the game, teacher is being able to control his class	3

This table shows teacher's activity in implementation of scramble words game in the class. From this table, we can see the score got according to implementation of scramble words game by teacher is still low. It may be influenced by less experience to apply the game. Besides, teacher's explanation about Past Perfect Tense and Present Perfect Tense is still not complete that causes the students not too understand about the game. Many indicators in observation of teacher's activity in implementation of Scramble Words Game make low score, especially the teacher activity to give the students the worksheet or game tools. Therefore, many students are still not satisfied and interested to play the game. While every activity in this action class must be good performance by teacher, it can be see from the score of observation.

Table IV. 4
Observation Results all Indicators of Students' Response

No	Students code	Indicator								Total
		1	2	3	4	5	6	7	8	
1	Students 1	3	3	3	2	3	3	3	3	23
2	Students 2	4	3	3	2	3	3	3	3	24
3	Students 3	2	3	2	1	2	2	2	2	16
4	Students 4	3	3	3	2	4	2	3	2	22
5	Students 5	3	3	4	2	4	3	4	2	25
6	Students 6	3	3	2	1	3	2	2	1	16
7	Students 7	2	3	2	1	3	2	2	2	17
8	Students 8	4	3	3	2	3	3	3	2	23
9	Students 9	2	3	2	1	3	2	2	2	17
10	Students 10	3	3	3	2	3	3	3	3	23
11	Students 11	2	3	2	1	3	2	3	2	18
12	Students 12	1	3	2	1	3	2	2	1	14
13	Students 13	2	3	3	2	3	2	3	2	20
14	Students 14	1	3	2	1	2	2	3	2	16
15	Students 15	1	3	2	2	2	2	2	2	16
16	Students 16	1	3	2	1	3	2	3	2	17
17	Students 17	1	3	1	1	3	1	2	1	13
18	Students 18	2	3	3	2	3	2	3	2	20
19	Students 19	2	3	2	1	3	2	3	2	18
20	Students 20	1	3	2	2	2	2	2	2	16
21	Students 21	1	3	2	1	3	2	3	2	17
22	Students 22	1	3	2	1	3	2	3	2	17
23	Students 23	1	3	2	1	2	2	3	2	16
24	Students 24	2	3	2	1	3	2	3	2	18
25	Students 25	1	3	2	1	3	1	2	1	14
26	Students 26	1	3	1	1	2	1	2	1	12
27	Students 27	3	3	3	2	4	3	3	2	23
28	Students 28	2	3	2	2	3	2	3	2	19
29	Students 29	3	3	3	2	4	2	3	2	22

Table IV. 5
Students' Achievement and Completion

No	Students code	Score	Achievement	Completion	Score Average
1	S 1	90	90%	Complete	73.62
2	S 2	95	95%	Complete	
3	S 3	60	60%	Not Complete	
4	S 4	90	90%	Complete	
5	S 5	95	95%	Complete	
6	S 6	70	70%	Not Complete	
7	S 7	70	70%	Not Complete	
8	S 8	75	75%	Complete	
9	S 9	70	70%	Not Complete	
10	S 10	80	80%	Complete	
11	S 11	70	70%	Not Complete	
12	S 12	60	60%	Not Complete	
13	S 13	80	80%	Complete	
14	S 14	75	75%	Complete	
15	S 15	65	65%	Not Complete	
16	S 16	65	65%	Not Complete	
17	S 17	60	60%	Not Complete	
18	S 18	80	80%	Complete	
19	S 19	75	75%	Complete	
20	S 20	70	70%	Not Complete	
21	S 21	75	75%	Complete	
22	S 22	75	75%	Complete	
23	S 23	70	70%	Not Complete	
24	S 24	75	75%	Complete	
25	S 25	60	60%	Not Complete	
26	S 26	50	50%	Not Complete	
27	S 27	85	85%	Complete	
28	S 28	75	75%	Complete	
29	S 29	75	75%	Complete	

(Reflection)

From the table, we can see the result got by students in class action has increased, 16 students are completed in grammar test, while not complete students are 13 persons. The score average is 73.62% from all students who follow the test and class completion is $16/29 \times 100\% = 55.17\%$. Although there increasing of students' score, but the result of students has not yet achieved completion target appointed in this research because the class completion is 80%, and student completion is 75%.

Besides, the result of observation at first cycle is still not yet accord fully with expected goals. Therefore the teacher must be able to control and anticipate activity of students outside the material of teaching. Besides teacher also look still not yet fully master teaching method and execute study process as planned. In addition, the result of observation in first cycle class still not yet gets ideal score. This fact can be seen from observation score of students that is still low score and only two students get more than 24. While, the minimum score for all indicator is 24. This fact may be indicated that many students were not being able to practice the game.

2. 2. The Second Cycle (Tuesday, November 24, 2009)

In the next cycle, writer designed the lesson plan as follows:

3rd Meeting

Lesson	: English Grammar
Topic	: Simple past tense and simple future tense
Time	: 2 X 45 Minutes
Material	:
	- English Book
	- Dictionary
	- Worksheet for game

Ibnu Rusyd Class

Objectives :

1. The students are able in use the simple past tense and simple future tense.
2. The students are able to differentiate each type of tenses.
3. The students are able to develop the tenses in sentence.
4. The students are satisfied and happy when the teacher teaches them by using game.
5. The students are able to review about topic.

Teaching activities :

1. Pre-Teaching

1. Greeting
2. Giving motivation by simulation
3. Doing class administration and preparation

2. Teaching Process

1. The teacher explains to students about the game more detail
2. The teacher ask to students to take the worksheet or game tools individually
3. The teacher gives instruction to the students, then students answer the question by using game results
4. The teacher gives task to students according to research plan

3. Post-Teaching

1. The teacher reviews and conclude the material

2. The teacher give question as evaluation to students, as follows:
 1. Are students able in using the tenses?
 2. Are students able to differentiate each type of tenses?
 3. Are the students able to developing the tenses in sentence?
3. The teacher finds more good response from students' satisfies and the students are able to review about topic.

Like in the second meeting, in this meeting writer guided and observed teacher's action and students' response because there are some students still confused with procedure activities done. Writer re-explained to return and gave direction to students, so that they understand with this game. There are some students still active in study while game goes on. They are quiet and watching the way of the game. In this meeting, teacher gave one exercises consisting 17 questions.

Table IV. 6
2nd cycle
Observation Results of Teacher's Activity in Implementation of
Scramble Words Game

No	Fill the score as according to action that done by teacher	
	Activity	Score
1	Opening study by reading pray together	4
2	Explain to students the standard competency of material	4
3	The teacher reviews to students about simple past and simple future	4
4	The teacher re-explains to students about operational of game	3
5	The teacher gives to students the worksheet or game tools	4
6	The teacher gives instruction in Indonesia language to the students, then students answer the question by using game results	4
7	The teacher reviews and conclude the material	3
8	By practice the game, teacher is being able to control his class	4

From the table, we can see that the result got by teacher to implemented Scramble Words Game in second cycle was increasing from the first cycle. Like in the first cycle, in this meeting writer guided and observed teacher's action and students' response because there some students still confused with activity procedure that is done.

The increasing of observation results of teachers' activity in implementation of scramble words game in this cycle was effected by teacher reviews and explanation about simple past tense and simple future tense as well as teacher's instruction to students about the game. In the first meeting, these indicators still get low score but there is increasing to upper score in the second cycle.

There is a score in observation of teacher's activity in implementation of Scramble Words Game that is still low score, especially the teacher's activity to give the students the worksheet or game tools, thus, many students are still not satisfied and interested to play the game. So, is the activity in reviews and conclude the material. While every activity in this action class must be good performance by teacher, it can be seen from the scores of observation as follow.

Table IV. 7
Observation Results all Indicators of Students' Response

No	Students code	Indicator								Total
		1	2	3	4	5	6	7	8	
1	Students 1	4	4	4	4	4	4	4	4	32
2	Students 2	4	4	4	4	4	4	4	4	32
3	Students 3	2	3	2	2	3	2	2	2	18
4	Students 4	2	3	2	3	3	2	3	3	21
5	Students 5	4	4	4	4	4	4	4	4	32
6	Students 6	3	2	3	2	2	3	3	2	20
7	Students 7	3	2	3	2	2	3	3	2	20
8	Students 8	2	3	2	3	3	3	2	3	21
9	Students 9	3	3	3	3	3	3	3	3	24
10	Students 10	2	2	2	1	2	2	2	1	14
11	Students 11	3	3	3	3	3	3	3	3	24
12	Students 12	4	3	4	3	3	4	4	3	28
13	Students 13	3	3	3	3	3	3	3	3	24
14	Students 14	3	3	3	3	3	3	3	3	24
15	Students 15	2	3	2	3	3	3	2	3	21
16	Students 16	4	3	4	3	3	4	4	3	28
17	Students 17	2	3	2	3	3	3	2	3	21
18	Students 18	3	3	3	3	3	3	3	3	24
19	Students 19	4	3	4	3	3	4	4	3	28
20	Students 20	3	3	3	3	3	3	3	3	24
21	Students 21	2	3	2	1	3	2	2	1	16
22	Students 22	2	3	2	2	3	2	2	2	18
23	Students 23	2	3	2	3	3	3	3	3	22
24	Students 24	3	3	3	3	3	3	4	3	25
25	Students 25	2	3	2	2	3	2	2	2	18
26	Students 26	4	3	4	3	3	4	4	3	28
27	Students 27	3	3	2	2	4	3	4	3	24
28	Students 28	2	3	2	1	3	3	3	3	20
29	Students 29	3	3	2	2	4	3	3	3	23

Table IV. 8
Students' Achievement and Completion

No	Students code	Score	Achievement	Completion	Score Average
1	S 1	90	90%	Complete	75.69
2	S 2	100	100%	Complete	
3	S 3	70	70%	Not Complete	
4	S 4	90	90%	Complete	
5	S 5	95	95%	Complete	
6	S 6	65	65%	Not Complete	
7	S 7	75	75%	Complete	
8	S 8	80	80%	Complete	
9	S 9	70	70%	Not Complete	
10	S 10	85	85%	Complete	
11	S 11	70	70%	Not Complete	
12	S 12	60	60%	Not Complete	
13	S 13	80	80%	Complete	
14	S 14	85	80%	Complete	
15	S 15	75	75%	Complete	
16	S 16	75	75%	Not Complete	
17	S 17	50	50%	Not Complete	
18	S 18	90	90%	Complete	
19	S 19	75	75%	Complete	
20	S 20	70	70%	Not Complete	
21	S 21	75	75%	Complete	
22	S 22	80	80%	Complete	
23	S 23	75	75%	Complete	
24	S 24	75	75%	Complete	
25	S 25	60	60%	Not Complete	
26	S 26	50	50%	Not Complete	
27	S 27	90	90%	Complete	
28	S 28	75	75%	Complete	
29	S 29	80	80%	Complete	

(Reflection)

There is increasing of students' achievement and completion. From the table, we can see the results that got by students in class action, there are 19 students complete in grammar test, while not complete students are 10 persons. The class completion is $19/29 \times 100\% = 65.69\%$ from all students who follow the test. Therefore, the result of the students do not yet achieve completion target appointed in this research because the class completion is 80% and student completion is 75%.

Because the result of observation at second cycle is still not yet accord fully with expected goals, the teacher must increase his performance and complete handout the material of teaching. Besides, teacher also needs to review his mastery of teaching method to execute study process as planned. In addition, the result of observation in second cycle class still does not yet gets ideal score. This fact can be seen from observation score of students that is still not all students get ideal score or more than 24. While, the minimal score for all indicator is 24. This fact may be indicated that many students were not being able to practice the game, but there is increasing from cycle before that only two students get score more than 24 and in this meeting increased be 14 students.

2. 3. The Third Cycle (Thursday, November 26, 2009)

In the next cycle, writer design the lesson plan as follow:

4th Meeting	
Lesson	: English Grammar
Topic	: Past Continuous Tense
Time	: 1 X 45 Minutes
Material	:
	- English Book
	- Dictionary
	- Worksheet for game

Ibnu Rusyd Class

Objectives :

1. The students are able to use the past continuous tense.
2. The students are able to differentiate each type of tenses.
3. The students are able to developing the past continuous tense in sentence.
4. The students are satisfied when the teacher teaches them by using game.
5. The students are happier to study.
6. The students are able to review about topic.

Teaching activities :

A. Pre-Teaching

1. Greeting
2. Simulation for motivation
3. Doing class administration and preparation

B. Teaching Process

1. The teacher explains the students the standard competency and the objectives of material.
2. The teacher asks the students to take the worksheet or game tools individually.
3. The teacher gives task to students according to research plan.

C. Post-Teaching

1. The teacher reviews and conclude the material

2. The teacher gives questions as evaluation to students, as following question:

1. Are students able in using the past continuous tense?
2. Are students able to differentiate each type of tenses?
3. Are the students able to developing the past continuous tense in sentence?

3. The teacher finds the good response from students as follows:

1. The students are satisfied when the teacher teaches them by using game.
2. The students are happy to study.
3. The students are able to review about topic.

As the second cycle, in this meeting writer guided and observed teacher's action and students' response because there are some student still confused with activity procedure done. Writer explained and gave direction to students so that they understand with this game.

Table IV. 9
3rd cycle
Observation Results of Teacher's Activity in Implementation of
Scramble Words Game

No	Fill the score according to action done by teacher	
	Activity	Score
1	Opening study by reading pray together	4
2	Explain to students the standard competency of material	4
3	The teacher reviews to students about past continuous tense generally	4
4	The teacher explains to students about the game	4
5	The teacher gives to students the worksheet or game tools	4
6	The teacher gives instruction to the students, then students answer the question by using game results	4
7	The teacher reviews and conclude the material	4
8	By practicing the game, teacher is being able to control his class	4

From the table, we can see that the result got by teacher in implementing Scramble Words Game in class action of fourth meeting was increasing from the third meeting. Teacher has been completed his action in class fully as the lesson plan.

The increasing of observation results of teachers' activity in implementation of scramble words game in this cycle was effected to all indicators. In the third meeting, there are some indicators which are low score, but there is an increasing score in the fourth meeting.

Table IV. 10
Observation Results all Indicators of Students' Response

No	Students code	Indicator								Total
		1	2	3	4	5	6	7	8	
1	Students 1	3	3	3	3	3	2	3	3	23
2	Students 2	4	4	4	4	4	4	4	4	32
3	Students 3	4	4	4	4	4	4	4	4	32
4	Students 4	3	3	3	3	3	2	3	3	23
5	Students 5	4	4	4	4	4	4	4	4	32
6	Students 6	4	4	3	4	2	3	3	2	25
7	Students 7	4	4	4	4	2	3	4	2	27
8	Students 8	3	3	3	3	3	3	3	3	24
9	Students 9	4	4	4	4	3	3	4	3	29
10	Students 10	3	3	3	3	3	3	3	3	24
11	Students 11	4	4	3	4	3	3	3	3	27
12	Students 12	4	4	4	4	3	4	4	3	30
13	Students 13	3	3	3	3	3	3	3	3	24
14	Students 14	4	4	4	4	3	3	4	3	29
15	Students 15	3	3	3	3	3	3	3	3	24
16	Students 16	4	4	4	4	3	4	4	3	30
17	Students 17	2	3	2	3	3	2	2	3	20
18	Students 18	4	4	4	4	3	3	4	3	29
19	Students 19	4	4	4	4	3	4	4	3	30
20	Students 20	3	4	3	4	3	3	3	3	26
21	Students 21	3	3	3	3	3	3	3	3	24
22	Students 22	3	4	3	3	3	3	3	3	25
23	Students 23	3	4	3	3	3	2	3	3	24
24	Students 24	4	4	4	4	3	3	4	3	29
25	Students 25	3	4	3	4	3	2	3	3	25
26	Students 26	4	4	4	4	3	4	4	3	30
27	Students 27	4	4	4	4	3	3	4	3	29
28	Students 28	3	4	3	4	3	2	3	3	25
29	Students 29	4	4	4	4	3	4	4	3	30

Table IV. 11
Students' Achievement and Completion

No	Students code	Score	Achievement	Completion	Score Average
1	S 1	90	90%	Complete	83.10
2	S 2	100	100%	Complete	
3	S 3	70	70%	Not Complete	
4	S 4	90	90%	Complete	
5	S 5	95	95%	Complete	
6	S 6	70	70%	Not Complete	
7	S 7	80	80%	Complete	
8	S 8	90	90%	Complete	
9	S 9	80	80%	Complete	
10	S 10	100	100%	Complete	
11	S 11	80	80%	Complete	
12	S 12	70	70%	Not Complete	
13	S 13	90	90%	Complete	
14	S 14	85	85%	Complete	
15	S 15	80	80%	Complete	
16	S 16	70	70%	Not Complete	
17	S 17	65	65%	Not Complete	
18	S 18	90	90%	Complete	
19	S 19	85	85%	Complete	
20	S 20	80	80%	Complete	
21	S 21	85	85%	Complete	
22	S 22	90	90%	Complete	
23	S 23	80	80%	Complete	
24	S 24	85	85%	Complete	
25	S 25	70	70%	Not Complete	
26	S 26	70	70%	Not Complete	
27	S 27	95	95%	Complete	
28	S 28	90	90%	Complete	
29	S 29	85	85%	Complete	

(Reflection)

There is increasing of students' achievement and completion. From the table, we can see the result got by students in class action; they are 22 students

complete in grammar test, while not complete students are 10 persons. The class completion is $22/29 \times 100\% = 75.89\%$ from all students who follow the test. Therefore, the completion of students does not yet achieve completion target appointed in this research because the class completion is 80%.

Therefore, the result of observation at third cycle is still not yet accord fully with expected goals. It means the teacher must increase his performance in teaching. Besides, he needs also to look at his mastery teaching method to execute study process as planned.

However, the result of observation in third cycle class got ideal score. This fact can be seen from observation score of students that is still not all students get ideal score or more than 24. While, the minimum score for all indicator is 24. This fact may be indicated that many students were being able to practice the game and the students were interested to the game.

2. 3. The Fourth Cycle (Tuesday, December 1, 2009)

In the next cycle, writer design the lesson plan as follow:

5th Meeting

Lesson	: English Grammar
Topic	: Review the tense past perfect tense, present perfect tense, simple past tense, simple future tense and past continuous tense generally
Time	: 1 X 45 Minutes
Material	:
	- English book
	- Paper test

Ibnu Rusyd Class

Objectives :

1. The students know the past perfect tense, present perfect tense, simple past tense, simple future tense and past continuous tense by detail.
2. The students know the difference each type of tenses.
3. The students are able to make a sentence based on the tenses
4. The students are able to review about topic

Teaching activities :

1. Teaching Process

In this meeting, the teacher only gives the test to students about material according to research plan.

2. Post-Teaching

1. The teacher reviews and conclude the material
2. The teacher give question as evaluation to students, as following question:
 1. Are students able in using the tenses?
 2. Are students able to differentiate each type of tenses?
 3. Are the students able to developing the tenses in sentence?
3. The teacher finds the good response from students that they are able to review about topic

Different from cycles before, in this cycle writer just guided and observed teacher's action because the students respond had been good and got ideal score.

In this meeting teacher gave one exercise consist of 17 questions.

Table IV. 12
4th cycle
Observation Results of Teacher's Activity in Implementation of
Scramble Words Game

No	Fill the score as according to action that done by teacher	
	Activity	Score
1	The teacher reviews generally to students about several tenses. They are; Past Perfect Tense, Present Perfect Tense, Simple Past Tense, Simple Future Tense and Past Continuous Tense	4
2	The teacher gives to students the worksheet or game tools	4
3	The teacher reviews and conclude the material	4
4	By practice the game, teacher is being able to control his class	4

From the table, we can see that the result that got by teacher to implement Scramble Words Game in class action of fourth meeting was increasing from the third meeting. Teacher has been completed his action in class fully as the lesson plan.

The increasing of observation results of teachers' activity in implementation of scramble words game in this cycle was effected to all indicators. Same with the fourth meeting, the indicators in this meeting got high score.

Table IV. 13
Students' Achievement and Completion

No	Students code	Score	Achievement	Completion	Score Average
1	S 1	100	100%	Complete	94.31%
2	S 2	100	100%	Complete	
3	S 3	100	100%	Complete	
4	S 4	100	100%	Complete	
5	S 5	100	100%	Complete	
6	S 6	80	80%	Complete	
7	S 7	100	100%	Complete	
8	S 8	100	100%	Complete	
9	S 9	100	100%	Complete	
10	S 10	100	100%	Complete	
11	S 11	100	100%	Complete	
12	S 12	80	80%	Complete	
13	S 13	100	100%	Complete	
14	S 14	100	100%	Complete	
15	S 15	90	90%	Complete	
16	S 16	75	75%	Complete	
17	S 17	75	75%	Complete	
18	S 18	100	100%	Complete	
19	S 19	95	95%	Complete	
20	S 20	90	90%	Complete	
21	S 21	100	100%	Complete	
22	S 22	100	100%	Complete	
23	S 23	90	90%	Complete	
24	S 24	95	95%	Complete	
25	S 25	80	80%	Complete	
26	S 26	85	85%	Complete	
27	S 27	100	100%	Complete	
28	S 28	100	100%	Complete	
29	S 29	100	100%	Complete	

(Reflection)

From the table, we can see that the results got by students in class action has achieved. All students are complete in grammar test. The class completion is

$29/29 \times 100\% = 100\%$ from all students who follow the test even there are some students still got minimal standard score. Therefore, the result of students have achieved and completed target appointed in this research because the class completion is 80% and student completion is 75%.

Therefore, the result of observation at fourth cycle is accord fully with expected goals. The result observation score of students gets ideal score or more than 24. While, the minimum score for all indicator is 24. This fact may be indicated that many students were being able to practice the game, and the students were interested to the game. This indication can be seen from the third cycle.

C. The Analysis of Data

In this chapter, the writer will analyze the data presented in previous chapter. Because of this research is conducted in Class Action Research, therefore, to know is there improving students' mastery in grammar after and before practicing Scramble words game, the writer using statistic test by "t" test.

The statistic analysis of "t" test is using statistic analysis single data. Therefore, in this research the writer is using SPSS 16.0 for windows to know the result more accurate.

SPSS 16.0 is used by following steps:

1. Come in to *analyze* on menu of SPSS 16.0 program, then choose compare mean, next use paired-sample variables;
2. Input the variables will be analyzed into paired-sample variables;
3. Click OK until the program shows output of SPSS.

The presentation of data as follow:

Table IV. 14
Input Data for SPSS 16.0
Students' Achievement and Completion in pre-Action Class and Action Class

No	Students Code	Students' Achievement and Completion	
		1 st meeting pre-action class	5 th meeting in action class
1	S 1	70	100
2	S 2	85	100
3	S 3	65	100
4	S 4	75	100
5	S 5	85	100
6	S 6	50	80
7	S 7	60	100
8	S 8	70	100
9	S 9	60	100
10	S 10	85	100
11	S 11	60	100
12	S 12	50	80
13	S 13	75	100
14	S 14	65	100
15	S 15	65	90
16	S 16	65	75
17	S 17	40	75
18	S 18	70	100
19	S 19	60	95
20	S 20	60	90
21	S 21	60	100
22	S 22	65	100
23	S 23	65	90
24	S 24	60	95
25	S 25	50	80
26	S 26	45	85
27	S 27	75	100
28	S 28	65	100
29	S 29	70	100
Avarage		65.69	94.31

Table IV. 15
Output Data of SPSS 16.0

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' Achievement and Completion Without Action	65.69	29	15.252	2.991
	Students' Achievement and Completion in Class Action	94.31	29	8.494	1.666

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Students' Achievement and Completion Without Action & Students' Achievement and Completion in Class Action	29	.805	.000

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Students' Achievement and Completion Without Action - Students' Achievement and Completion in Class Action	-21.923	9.606	1.923	-25.884	-17.962	-11.400	25	.000

After getting the output data of SPSS, the writer measures the hypothesis. Statistically, the hypothesis is measured as follows:

1. H_0 is accepted if $t_o < t_{table}$ or Scramble Words Game is not effective in improving students' mastery in Grammar.
2. H_a is accepted if $t_o > t_{table}$ or Scramble Words Game is effective in improving students' mastery in Grammar.

Before measuring the hypothesis, the writer will explain about output data of SPSS as follows:

1. Output Paired Sample Statistic shows the mean of results in without class action is 65.69, and mean of results in class action is 94.31. N is 29, the standard deviation before class action is 15.52 and 8.494 in class action. The standard error mean before class action is 2.991 and after treatment or class action is 1.666.
2. Output Paired Sample Correlation shows the correlation between two samples. From 29 samples show the correlation number is 0.805 and significance number is 0.000. Based on probability of the significance, writer takes a conclusion as follows:

5. If the probability > 0.05 means H_0 is accepted
6. If the probability < 0.05 means H_a is accepted

From the explanation, writer gets a conclusion that the Scramble Words Game is effective in improving students' mastery on grammar. It is known from significance number 0.00 is lower than minimum standard of probability 0.05.

3. Output Paired Sample Test shows comparative analyze by using "t" test. Output data presents students' achievement and completion in without action and class action is -21.923, standard deviation is 9.806, mean standard error is 1.923, lower difference is -25.884 and upper difference is -17.962, test "t" result is -11.400, df is 25 and significance is .000.

The interpretation of t_o can be carrying out in two ways:

- a. Based on the result of "t" test by comparative between t_o and t_t (t table), where df is 25 get 2.06 for level 5% and 2.79 for level 1%. If $t_o = -11.400$ upper than t_t 5% and t_t 1% = $2.06 < -11.400 > 2.79$. It means H_o is not accepted.
- b. Based on the significance number, conclusion is taken as follow:
 1. If the probability > 0.05 means H_o is accepted
 2. If the probability < 0.05 means H_o is not accepted

From significance number 0.00 is lower than minimum standard of probability 0.05. It means writer gets a conclusion that there is significant contribution of Scramble Words Game to improve students' mastery on grammar.



CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data presentation and analysis in the previous chapter, it can conclude that:

1. The scramble words game is effective in improving grammar mastery of second-year students at Islamic Integrated Junior High School of Al-Fityah Pekanbaru.
2. Based on the result of "t" test by comparative between t_o and t_t (t table), $t_o = -11.400$ upper than t_t 5% and t_t 1% = $2.06 < -11.400 > 2.79$. It means H_o is not accepted.
3. The result got by students in class action increases from the cycle to another cycle. It is started in pre-action class, there only 6 students are complete, while not complete students are 23 persons. The class completion is $6/29 \times 100\% = 20.69\%$. In the last cycle all students complete in their achievement. It means the class completion is more than 80% and student's completion higher than 75%. This matter can be seen from score for every cycle as follow:
 - a. The first cycle in action class increases from pre-action class, there were 16 students complete in English subject focus on grammar, while not complete students are 13 persons. The class completion is $16/29 \times 100\% = 55.71\%$

- b. The second cycle in action class increase from the cycle before that 19 completed in their achievement while the students who were still not complete were 10 persons. The class completion were $19/29 \times 100\% = 65.69\%$.
- c. The third cycle in action class increased from the cycle before that 22 students were completed in their achievement while the students who were still not complete is 7 persons. The class completion is $22/29 \times 100\% = 75.89\%$. Actually the class completion in this cycle was achieved, but not all students were completed in students' completion, it means the cycle must be continued.
- d. The fourth cycle in class action increased from the cycles before that all students were completed in their achievement. It means the class completion is more than 80% and student completion higher than 75%. The class completion is $29/29 \times 100\% = 100\%$ from all students who follow test.

B. The Suggestions

To make this thesis more useful, the investigator gives some suggestions for the students and teacher as follows:

1. Suggestions for Students

- a. Having good perception of grammar, think that the grammar is not difficult to be understood.

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Curriculum Vitae



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